DOCUMENT RESUME

ED 220 906 CS 503 965

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TITLE Business Communication and Leading Executives in the U.S.
PUB DATE Oct 82
NOTE 15p.; Paper presented at the Meeting of the American Business Communication Association (New Orleans, LA, October 20-24, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Education; Administrator Characteristics; *Administrators; *Business Communication; *Business Education; Communication Research; *Occupational Surveys; *Technical Writing; Verbal Communication; Vocational Followup

ABSTRACT

Since 1969, the graduate school of business at the University of Michigan has been collecting data on newly promoted executives (chief executive officers, presidents, and vice presidents in business and industry). In 1980, the questionnaire was revised to include more questions concerning their academic preparation for a business career. Responses to the questionnaire indicated that the overwhelming majority of executives considered preparation in business communication skills as very important. These same executives most often held a degree in business, followed closely by a degree in engineering. One in five had worked abroad. The typical executive was male, had a median age of 47 and was married. Salaries for all levels of executives exceeded $100,000. Contrary to the demoralizing statements of some, 30.9% of the executives spent over 8 hours weekly in family related activities. Favorite participant sports were tennis and golf. Periodicals most freqently subscribed to or read included the "Wall Street Journal," "Business Week," "Forbes," the "New York Times," the "Harvard Business Review," and "Fortune." Consequently, the academic preparation for careers in general management should (1) emphasize the international aspect of business communication, (2) stress the oral transmission of ideas, (3) underscore the problems and place of business in society, and (4) focus on the technological changes occurring as they affect business communication. (HOD)

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BUSINESS COMMUNICATION AND LEADING EXECUTIVES IN THE U.S.

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ABSTRACT

With a data base of 2819 newly promoted executives (CEO's, presidents, and vice presidents), this study offers a profile of those executives who position business communication (72.2%) as the most significant course in preparation for a career in general management. A tripartite discussion of career pattern; education; and personal data offers a profile in some depth. As a result of the investigation, the paper ends with four recommendations: (1) emphasize the international aspect of business communication; (2) stress, more, the oral transmission of ideas; (3) underscore the problems and place of business in our society; and (4) focus on the technological changes occurring as they affect business communication.

INTRODUCTION

The pinnacle for many American business persons is to possess this title: chief executive officer--or CEO. Then the hierarchical ranking follows with president and vice-president.

If the above generalization stands, it seems logical to ask persons who have recently been promoted to these significant positions of business leadership this question: "assuming the study of business administration best prepares a young person for a career in general management, how important are certain specific courses as part of that preparation?"

In other words, in one's academic preparation is business communication a part of that trajectory? And if so, what are the characteristics of those executives who position business communication as the most significant course leading to a successful career in general management?

Our response is the purpose of this paper, as based on a continuing study, using the following structure: (1) Background; (2) Procedure, (3) Results; and (4) Instructor and curriculum implications for communication [1].

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BACKGROUND

A cornucopia of studies has long supported the assertion that communication plays a role, or should play a role, in the success of business persons [2]. The literature--from a Ph.D. dissertation by William Allee entitled "A Study of the Graduates of the College of Commerce, State University of Iowa, 1921-1951"--to personal interviews with executives suggest an inescapable conclusion: communication is consistently ranked high as a significant adjunct to business leadership.

While studies are inconsistent in their definition of business communication, they are more parallel when implying that the traditional functional areas are given impetus by courses as Business Communication; Oral Communication; Report and Letter Writing; Written and Oral Expression; or Public Speaking. Indeed, there has been an eloquent persistence that the tools of communication--often to be supplemented by training in the liberal arts--have supported advancement to executive positions. Readers of this statement can add their own imprimatur of agreement, along with personal examples and assertions from former students.

Previous studies do not really give a profile of the executive who highly values communication. We do not know the intermingling causes--which along with a heady nod to communication--that help produce success. A recent 1982 study [3] in the Journal of Business Communication reports the high value given to business communication but does not give a profile, a purpose we continue here.

PROCEDURE

Since 1969 the Graduate School of Business at The University of Michigan has been collecting data on newly promoted executives, today including a data base of over 12,000 responses [4]. With each revision of the questionnaire new queries are added that expand the profile, setting our conclusions on more valid ground--for students in our business schools and for executives in full stride.

That by way of preamble to suggest that in 1980 our questionnaire was revised to include more questions on education in order to monitor post student input on preparation for a business career. Our procedure was this:

1. We accessed many sources, seeking those persons who recently were promoted to a significant position in business. Quibble one may with the meaning of "significant," but we presume credentialling with the title of CEO, president, or vice president ranks high on any roster of success.

2. A cover letter and questionnaire of 30 questions was sent to each identified newly promoted executive, on a timely basis. Our response rate over the two years of the study ranged--on a monthly basis--from 46% to 60%, for a total response rate of just under 50%, with a usable N of 2,819 executives.

3. Returned questionnaires were tabulated and added to our data file, with the following relative frequency of major positions represented:

Position	Percentage
Chairman & Chief Executive Officer	4.7
Chairman not Chief Executive Officer	1.0
Chairman & President & Chief Executive	0.5
Vice Chairman	2.6
President & Chief Executive Officer	8.2
President not Chief Executive Officer	8.5
President of Subsidiary, division or group	11.1
Executive Vice President	10.7
Group Vice President	4.6
Senior Vice President	11.5
Vice President	36.6

RESULTS

Of significant interest to business communicators is the response to the core question of this paper, stated as follows in the questionnaire: Assuming the study of business administration best prepares a young person for a career in general management, how important are the following courses as a part of that preparation?

		Very Important				Very Unimportant
Course	Mean	1	2	3	4	5
Business Communication	1.357	72.2	21.5	5.1	1.1	0.2
Finance	1.428	63.1	31.9	4.3	0.6	0.2
Accounting	1.578	55.9	33.7	7.7	2.2	0.6
Business Policy/Planning	1.695	47.2	39.1	11.3	2.0	0.5
Computer/Information Sys.	1.848	34.1	50.0	13.1	2.5	0.2
Marketing	1.862	37.7	42.8	15.7	3.3	0.6
Bus. Econ. & Public Policy	1.908	35.5	43.1	16.8	4.2	0.3
Business Law	2.246	19.5	46.0	25.8	7.5	1.1
Personnel/Indus. Rel.	2.311	17.5	44.2	29.1	8.2	1.0
Production/Operations	2.352	15.9	43.7	30.7	8.7	1.0
International Business	2.506	11.2	40.5	36.9	9.5	2.0
Statistics	2.627	10.2	37.4	34.8	14.3	3.1
Advertising/Sales Pro.	2.722	8.1	34.5	38.0	15.6	3.7

Quite clearly respondents gave the highest mean score (1.357)--on a scale of 1-Very important to 5-Very unimportant--to business communication, defined as oral and written communication in the questionnaire. Of all respondents answering the question, most (72.2%) indicated business communication was "Very Important," in advance of finance (63.1%) and accounting (55.9%). That data differs but slightly from information reported in the 1982 March issue of the Journal of Business Communication [3], indeed, continues the momentum and strengthens one's advocacy of business communication in the business school curriculum.

Who are these executives who rank communication in such a significant position? Can we establish a tentative profile of their characteristics? In most instances our response is in the form of aggregate data, organized by the three major positions of CEO, president, and vice president. Specifically our discussion is tripartite: career pattern; education; and personal data.

Career Patterns

Succinctly, nearly 50% of our executives who selected business communication as "very important" (1.0) or "somewhat important" (2.0) came from ten major industry groups, out of a list of 17 non-manufacturing and 19 manufacturing groups, as seen in the following:

Industry Group	Total %
Electrical/Electrical Products	7.3
Retail trade	6.1
Banking	5.1
Food	5.1
Public utilities	4.8
Transportation	4.7
Chemical	4.6
Petroleum	3.7
Insurance	3.6
Communications	3.4

When one views the size of the corporation represented--as measured by gross operating revenue--almost half of the companies exceeded one billion dollars a year. In our data most of the career promotions to vice-president occurred in the larger companies.

Gross Operating Revenue	Total	Chairman	President	Vice President
Under 100 million	12.7%	32.5%	30.5%	2.9%
100 to less than 500 million	21.5	37.6	36.9	12.8
500 to less than 1 billion	16.2	14.7	12.1	18.2
1 billion and over	49.6	15.2	20.5	66.1

For some time the AACSB has been advocating and holding seminars around the country on internationalizing the business school cur-

r.culum, the argument being that student exposure to different cultures and ways of doing business should be infused in all business courses. Our study suggests there is merit in this proposal inasmuch as about one in five newly promoted executives worked abroad (20.0%) for a mean of 5.1 years. One could infer that while abroad they there too felt a need for good business communication.

Interesting information on three other questions also arises from executives who rank communication highly:

How long have you been with your present employer?

The mean number of years with the present employer is 4.6, with the median at 4.5.

With Company	Total	CEO	President	Vice President
Less than 1 year	18.6%	10.0%	22.8%	17.9%
1-2 years	6.3	4.4	5.7	6.7
3-5	9.8	8.3	9.0	10.0
6-10	14.5	14.3	14.1	15.0
11-15	12.6	11.7	13.9	12.6
16-20	11.2	7.3	9.1	12.7
21-25	9.3	9.8	10.4	9.0
26-30	7.8	9.5	6.0	8.2
Over 30	9.9	15.6	9.0	7.9

In which major area of responsibility are you now engaged?

Would you concentrate if starting your career over?

Major Area of Responsibility	Engaged	If Starting Over
General Management/Admin.	62.1	17.0
Finance/Accounting/Taxes	13.2	26.1
Marketing/Sales	7.3	26.0
Production/Operations	7.3	11.8
Personnel/Indust. Rel.	5.4	6.3
Law	2.7	7.0
Research & Development	2.7	4.2

Education

Although not part of this immediate study, longitudinal data prior to 1980 [4] suggests that executives, each year, are becoming more highly educated. It should come as no surprise that the older executives are CEO's and presidents, and have less education than those vice-presidents who will potentially replace them.

So too there is the suspected differences in age, CEO's having a mean age of 50.2, presidents 47.8, and vice-presidents 45.9.

What is the education level of our executives ranking communication highly?

Education Level	Total	Chairmen	Presidents	Vice Presidents
Less than high school grad	0.1	0.3	0.3	0.1
High school graduate	1.2	2.2	2.0	0.7
Some college, no degree	5.8	6.1	5.4	5.3
Received undergrad. degree	92.9	91.4	92.3	93.9

Our questionnaire also focused on the fields of study preparing one for a business career, at both the undergraduate and graduate level. The following data suggests that the major field of study, at both the undergraduate (33.9%) and graduate level (1st degree 59.3%) (2nd degree 41.6%) was business administration, followed at the undergraduate level with engineering at 27.1%. Engineering as a major field of study also remained high at the graduate level, with a significant increase going to the area of law and pre law, 14.3% 1st degree and 13.7% 2nd degree respectively.

Major Field of Study	Undergraduate	Grad./Professional	
		1st degree	2nd degree
Business Administration	33.9	59.3	41.6
Engineering	27.1	11.8	19.3
Social Science	17.2	3.5	4.3
Science & Mathematics	10.2	6.5	13.7
Humanities & Liberal Arts	4.5	1.0	0.6
Law (& Prelaw)	0.5	14.3	13.7
Behavioral Science	1.9	0.6	2.5
Other	4.7	3.0	4.3

A legitimate question we can also ask is where did these successful executives receive their education? The top 15 undergraduate schools out of a list of over 300 is made up entirely of Midwest and Eastern schools, and only at the first degree earned at the graduate level does UCLA, the University of California-Berkeley, and Stanford join the list.

At the graduate level Harvard is far out in front in the number of degrees granted, with 15.2% of the executives graduating from that school. The University of Michigan, and Columbia follow in the next two positions. Additionally, to the list of the 300 U.S. schools represented are graduates of foreign schools, specifically Canada (0.6%), the United Kingdom (0.5%), or other foreign countries (1.0%).

At the undergraduate level the executives received 24.1% of their degrees from the top 15 schools while at the advanced, first graduate-degree level they awarded 50.5% of the advanced degrees.

College/University	Undergraduate Degree	College/University	Advanced Degree
Univ. of Illinois	2.4%	Harvard	15.2%
Univ. of Michigan	2.3	Univ. of Michigan	4.3
Yale	2.0	Columbia	4.1
Princeton	1.8	MIT	3.7
Purdue	1.7	Univ. of Chicago	3.5
Columbia	1.6	New York Univ.	3.1
Cornell	1.6	Univ. of Penn.	3.0
Dartmouth	1.6	Stanford	2.4
Univ. of Minn.	1.6	Northwestern Univ.	2.2
Univ. of Penn.	1.4	Rutgers	1.7
Northwestern	1.3	Univ. Calif.-Berkeley	1.6
Michigan State	1.2	Univ. of Illinois	1.6
MIT	1.2	Univ. Calif.-Los Angeles	1.4
Univ. of Missouri	1.2	Univ. of Va.	1.4
Penn. State Univ.	1.2	Indiana	1.3

Finally, we included a question phrased in this manner: For the student who plans to follow an undergraduate degree with graduate/professional study, what would you recommend for an undergraduate major and for graduate work as the best preparation for a management career?

Undergraduate Major Recommended		Graduate Study Recommended	
Business Admin.	34.6	Business Admin.	83.5
Engineering	31.7	Law	6.3
Humanities & Liberal Arts	19.7	Social Science	.9
Social Science	8.2	Engineering	.7
Science & Math	3.5	Other	8.6
Other	2.3		

For all purposes there is little significant difference at the undergraduate level as to which major to pursue; both engineering and business administration each receive at least one out of three votes. And while our friends in the humanities have strongly suggested over the years the importance of that course of study, it seems clear that executives out in the work force give the nod to professional schools teaching business and engineering. Or, with that election, executives feel the preparatory humanities education prior to entrance to professional schools is sufficient preparation in the humanities.

At the graduate level there is no doubt where the emphasis should be given; clearly on business administration. Indeed, that course of study (83.5%) is one of the strongest in the study.

Personal

The concluding section of this report focuses on the characteristics we consider more personal. Nine questions make up this section of the questionnaire of which we will offer highlights, limited to those executives who ranked business communication as the most significant course as preparation for a career in general management.

Executives in our analysis have an age range between 27 to 69 years, with the median age being 47.0. Ranges of those promoted to CEO lie between 29-68; for those promoted to president 29-65, and for vice president 27-68. The longitudinal study we referred to earlier [4] does not suggest a major shift in ages over the last ten years. For that study the median age was 47.1 whereas for our executives it (1980-1982) was 47.0, certainly not a significant change.

As you might suspect the sex of newly promoted executives is dominantly male. Indeed, in the entire 2,819 responses there were only 33 females, certainly giving impetus to the proposition that few women occupy positions of high leadership in American business. As this study progresses, it will be interesting to observe whether our current number of 29 women vice presidents advance to the positions of president or CEO. One woman in our study was a CEO and only 2 attained the position of president.

The reader can almost guess the next point: the marital status of our executives. 93.5% are married, 3.2% are currently divorced, with only a few separated, widowed, or never married.

Periodicals and popular books abound on the topic of the overworked executive, a miasma too often leads the unwary reader to conclude that the executive is surrounded more by his work than by his family. Wrong--or, so we conclude from our study. It may be true that work interferes with health, recreation, and family, but the following data support the conclusion that at the core of executive discriminatory time lies the family, happily so.

	Percent Spending Indicated Hours Per Week						
Activity	Mean	1-2	3-4	5-6	7-8	Over 8	0
Family activities	5.80	10.0	22.0	15.7	14.7	30.9	6.7
Participant sports	3.52	23.6	29.8	15.7	6.4	7.8	16.7
Spectator sports	1.78	47.8	20.6	3.9	0.6	0.8	26.3
Community service	1.69	42.2	13.9	4.7	1.3	2.7	35.2
Theatre & arts	1.39	55.3	12.4	1.8	0.6	0.8	29.1
Church work	0.92	35.3	7.3	2.0	0.4	0.6	54.4
Political activities	0.52	25.5	3.0	0.8	-	0.6	70.1

Breaking out the types of participant sports our executives engage in, results in tennis being the most popular (11.8%), followed by golf (10.1%), running (4.6%), and paddleball/racketball (2.7%).

We conclude our profile with a look at two final questions: Which publications are of most use to you in your present position? We could, at this point, ask the reader which periodicals they feel leading executives read? Our list includes over 300 publications, but six are so often mentioned that they deserve our attention here:

Publication	Percent of Respondents Listing Publications
The Wall Street Journal	55.6
Business Week	8.9
Forbes	4.2
New York Times	3.2
Harvard Business Review	2.6
Fortune	2.4

Please indicate your judgment on the following aspects of business leadership.

Proposition	Percent of Newly Promoted Executives In General Agreement	Neutral	In General Disagreement
"Regardless of the diversity among business firms there is a common core of requirements for successful business leadership."	97.0	1.5	1.5
"A common characteristic of outstanding business leaders is their desire and drive for achievement."	98.1	1.2	0.7
"Achieving a position of business leadership is largely the result of fortuitous circumstances rather than the individual's education and abilities."	28.4	9.1	62.5
"A truly liberal education requires an understanding of the role and problems of business in society."	81.6	13.7	4.7

SUMMARY

Readers, from the extracted data taken from a longer study, can readily arrive at their own conclusions. We again restate that our inferences are based only on those executives who ranked business communication "very important" (1.0) or "somewhat important" (2.0). Thus, those executives come from a variety of industry groups, primarily from corporations having a gross operating revenue in excess of 100 million dollars. One in five have worked abroad and their time with their present company is a mean of about five years.

While over half today are in general management, there is nearly an even split between finance/accounting (26.1%) and marketing/sales (26.0%) as to functional areas where they would concentrate if starting their careers over.

Our executives are well educated, with over nine out of ten possessing an undergraduate degree. Unquestioningly, at both the undergraduate and graduate level, the degree held most often by the executives is in business, followed closely by engineering. At the undergraduate level the top 5 schools are in the Midwest and East, while at the graduate level there is more dispersion, including UCLA, the University of California-Berkeley, and Stanford from the far West.

Overwhelming support is given the thesis that young people should study business administration at the graduate level; there is a virtual tie at the undergraduate level between business and engineering courses.

Regarding personal characteristics, the executive is male, has a median age of 47.0, and is married. His salary, incidentally, after promotion, is $156,510 for CEO's; $130,923 for presidents; and $101,703 for vice-presidents, the mean for all three categories being $129,712.

Contrary to demoralizing statements of some, our executives--30.9% to be exact--spend over eight hours weekly in family related activities. His favorite participant sport is tennis, then followed by golf. Periodicals are traditionally business oriented, with the Wall Street Journal far out in first place, followed by familiar journals as Business Week, Forbes, the New York Times, the Harvard Business Review, and Fortune.

Finally, there is no doubt that he considers his success to be founded on a basic core of requirements; believes a common characteristic of business leaders is a desire and drive for achievement; feels there is some degree of luck in attaining business leadership positions; and strongly supports the contention that a liberal education includes knowing the role and problems of business in society.

IMPLICATIONS

A numbing indulgence of "business as usual" regarding communication in business is out of step, out of touch with the wishes of business executives--or so we infer. There are implications, both for the instructor in business communication and the curriculum of which he or she is a part. Four suggestions are in order.

1. Effort must be given to internationalizing our concept of business communication. The present study suggests that one business person out of five worked overseas, meshing one's own ethnocentric views with that of a foreign culture, before returning to the U.S.--for a continuation of a business career.

Have we in business communication set our sights too narrow? Have we neglected communication with and in other cultures? I think we have. Our texts move through the written and oral world--albeit neglectfully of the latter--the global picture of intercultural communication, language problems, and cultural cues can give off spurious signals to the uninitiated. The AACSB has long supported exposure to the global issues of business; so must we in the area of business communication.

Hence, I see us infusing international topics into our communication courses: non-verbal cues of different cultures; problems of intercultural communication; differences in report writing between subsidiaries and mother companies; theories of communication as affected by outside forces; language hindrances and clear idea movement; management styles affecting message conception and transmission; and others....

Falsely secure in our perception that the business world speaks English (it does, but not entirely), we presume a global understanding occurs by viewing only native, English examples. Wrong. The seductive strains of our texts are for native English speakers and writers; others may smile politely, if that. There should be more of an infusion of ideas which go beyond the Western world.

Our recommendation: One facet, one module, one element of the business communication class should be set aside for a brief introduction to intercultural, international communication.

2. More emphasis must be placed on the oral. Our current business communication texts are methodologically elegant with reference to the written word and only recently give an academic nod to the oral. If our data is correct it is that both media must receive an emphasis: for ideas move via both of them, not always in equal measure, but at least in similar form.

Business curriculums could include extra courses on oral communication; not to do so is to abstain from including one-half of the communication process. The rhetorics of the ancient world--as far back as Plato, Aristotle and Quintilian--were really collections of an oral rhetoric, they set theory; they gave impetus; they in many instances set the theoretical foundation for our written world.

Business persons speak--and write. In fact, oral communication (speaking and listening) consumes much of a business day. Executives write, but often the genesis for that written statement arises out of oral discussion and conference, to test and winnow ideas before the written gives permanence to the oral; then and only then is the written a permanent reality of oral words which unless so captured may never be recorded.

Our recommendation: either a separate course in oral communication or a supplement to or co-joined with a written course as part of both a BBA and an MBA curriculum.

3. We must give more effort to the place of business in society. This means we must work with our liberal arts colleagues, suggesting,

revealing, discussing that the engine of our economy is business. Nearly all (80%) of the executives in our study counsel one reflection: the liberally educated person must also know the pressures, problems, woes, agonies, and successes of business in our society.

In short, the adversarial relationship--given impetus in part during the Vietnam War--that existed and in some measure carries over to today, must be muted.

A review of annual reports--with some stockholder letters signed by persons in this study--suggest that some societal concerns are being answered. Some groups have gathered such momentum of interest that business can no longer avoid comments on societal matters. Our generalization may be suspect, but it may well be that those less informed of the goals and problems of business are throwing the first stones of criticism; and, they may well generate that distaste early in their educational careers.

Hence, business communicators can and should discuss topics beyond the sentence, the paragraph, the collection letters. I do not demean these topics, rather suggest that our cosmopolitan business leaders will also have to communicate on topics which respond to the questions of society. That will take executive abilities in both the oral and written medium; that will demand a supreme intellect to move ideas into the public forum, there to be tested, wrestled with, and hopefully supported by the receiver of the communication.

Our recommendation: both liberal arts and business students must be aware of societal concerns: and speak, and write about them--in an intelligent manner.

4. Finally, there is no doubt that student-executives will face one more thing: transmitting their oral and written messages via high technology.

Our study implies that most executives moved often as they progressed in their careers; their profile suggests that not all companies were the same, nor at the same point in adapting to modern technology. Thus, it seems, that effort must be given to the office of tomorrow--for improved communication, oral or written. The liturgy of the modern already haunts uninformed executives, for there they must learn terms and procedures about word processors; intelligent typewriters; data storage; data retrieval; facsimile transmission and reception; and a host of other terms that are linked to the oral and written word. As much as 45% of current office personnel must be trained to handle new technology.

We recommend: that each business communication course include information on the technological changes affecting the sending and receiving of the oral and written message.

These four steps are a start at refining the communication profile of the business executive. To do nothing, now, is to miss an op-

portunity. We must go beyond our national concerns--to the international; beyond the written letter and memorandum--to the oral; beyond narrow issues of interest to internal constituencies--to societal issues of intense concern; and, beyond today's office technology--to tomorrow's technology that is changing and improving, rapidly. Business communication: its instructors and curriculum should be a part of it.

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[1] This paper is indebted to the monograph entitled The Newly Promoted Executive: A Study in Corporate Leadership, Floyd A. Bond, Herbert W. Hildebrandt, Edwin L. Miller, and Alfred W. Swinyard, Division of Research (Graduate School of Business Administration, The University of Michigan, 1982).

[2] See particularly James H.S. Bossard and J. Frederick Dewhurst, University Education of Business (University of Pennsylvania Press, 1931); F.W. Taussig and C.S. Joslyn, American Business Leaders (Macmillan Company, 1932); William Arthur Allee, "A Study of the Graduates of the College of Commerce, State University of Iowa, 1921-1951" (Ph.D. dissertation, Iowa City, 1951); William P. Carr, "An Evaluation of Accounting Curriculum Subjects" (Loyola University of the South, New Orleans), Collegiate News and Views, October 1952, pp. 5-10; Stella Travack, An Opinion Report of the College of Business Administration, The University of Texas, 1917-1954 (Bureau of Business Research, University of Texas, Austin, 1954); J.M. Hunter, Anthony Koo, and R.F. Voertman, "What Happens to Our Economics Majors" (Michigan State University, East Lansing), Collegiate News and Views, March 1954, pp. 11-13; Mabel Newcomer, The Big Business Executive (Columbia University Press, 1955); J.B. Steinbruegee, T.J. Hailstones, and E.E. Roberts, "Personnel Managers Evaluate a College Business Program" (Xavier University, Cincinnati), Collegiate News and Views, May 1955, pp. 7-11; Editors of Fortune, The Executive Life (Doubleday, 1956); Robert A. Goldwin and Charles A. Nelson, Toward the Liberally Educated Executive (The Fund for Adult Education, 1956); C. Wilson Randle, "How to Identify Promotable Executives," Harvard Business Review, May-June 1956, pp. 122-124; Charles E. Peck, "Survey of Curriculum Opinions of Business Administration," University of Washington Business Review (Seattle, 1958); Raymond V. Lesikar, A Summary of Needs of Education for Small Business Based on a 1959 Survey of Louisiana Businessmen (Louisiana State University Press, Baton Rouge, 1959); Frank C. Pierson et. al., The Education of American Businessmen (McGraw Hill Book, 1959); Robert A. Gordon and James E. Howell, Higher Education for Business (Columbia University Press, 1959); Leonard S. Silk, The Education of Businessmen (Committee for Economic Development, 1960); Rollin H. Simonds, "Skills Businessmen Use the Most," Nation's Business, November 1960; Garda W. Bowman, "What Helps or Harms Promotability," Harvard Business Review, Jan.-Feb. 1964; Floyd A. Bond, Dick A. Leabo, and Alfred W. Swinyard, Preparation for Business Leadership (Bureau of Business Research,

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[3] F.W. Hildebrandt; F.A. Bond; E.L. Miller; A.W. Swinyard; "An Executive Appraisal of Courses Which Best Prepare One for General Management," The Journal of Business Communication 18, No. 1, Winter, 1982, pp. 3-13.

[4] See Alfred W. Swinyard and Floyd A. Bond, "Who Gets Promoted?" Harvard Business Review 58, September-October, 1980, pp. 6-11